**Friendship Academy of Science and Technology (#338)**

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| **Name:** | | Molly Zeins | | | **Date:** | Friday September 23, 2011 | | |
| **Lesson:** | | 0.08 Election of 1860 | | | **Subject:** | Honors US History | | |
| **Type of Lesson:** | | **( ) Introductory ( X ) Developing ( ) Maintaining ( ) Refining ( ) Enriching ( ) Reviewing** | | | | | | |
| **Curriculum Standards:** | | US History – 8th Grade Curriculum  5.4: analyze the institution of slavery and its influence on societies in the United States | | | | | | |
| **Objective:** | | **SWBAT analyze how the election of 1860 led to the secession of the South.** | | | | | | |
| **Agenda:** | | | | **Key Points:** | | | | |
| 1. Call to Order 2. Introduction of New Material 3. Guided Reading of Uncle Tom’s Cabin 4. Exit Ticket 5. Homework/Closing | | | | * In order to understand why the Civil War was one of the bloodiest wars in History, we need to look closely at the institution of slavery as an institution that underpinned the economic, political, and social goals of the South. In today’s lesson, will look at how the Election of 1860 triggered the ultimate war between the North and South. **(WHY)** * There were several candidates running during the election of 1860, including A **Northern** wing of the **Democratic Party** nominated *Stephen Douglas*, supporter of popular sovereignty. **Southern Democrats** nominated *John C. Breckinridge* of Kentucky, who supported the Dred Scott decision. Moderates from the North and South formed the **Union Party** and nominated *John Bell*, who took no position on slavery. The **Republican Party** nominated *Abraham Lincoln*. The Republican Party said that slavery should be left alone where it existed, but should not be allowed to spread into the territories. **(WHAT)** * The election of Abraham Lincoln led to the secession of South Carolina and six other states, since Lincoln said that although he would not interfere with slavery in the south, with regards to the new territories, “there would be no compromise.” (**HOW)** | | | | |
| **Materials:** | | | |
| 1. LCD projectors 2. Power point 3. Model Notebook 4. Worksheet for pair work 5. Exit Tickets | | | |
| **Call To Order: (5 minutes)** | | | | | | | | **Accommodations:** |
| Teacher will greet students at the door, and shake their hands.  Students will pick up their returned work, find their seats, take out their notebooks, put their homework at the top of their desks, and begin their Call to Order.  **Call to Order:**  1. What is a presidential *platform*, in an election?  Teacher will walk around stamping homework assignments and taking attendance. | | | | | | | | Teacher will read the instructions verbatim as she walks around. |
| **Introduction to New Material: (15 minutes)** | | | | | | | | |
| ***Procedure:*** | | | | | | | | Graphic organizer will be used to represent new knowledge. |
| Students will take notes from a power point, on the four different candidates as well as the outcome and after math of the election. | | | | | | | |
| **Guided Practice (25 minutes)** | | | | | | | | |  |
| Students will do a guided reading and answer questions, filling in a graphic organizer on the different candidates of the presidential election of 1860. | | | | | | | | Verbatim reading of all directions. |
| **Independent Practice: (10 minutes)** | | | | | | | | |
| Students will complete an exit assessment comprised of 5 multiple-choice questions, which are aligned to the questions on the unit exam. | | | | | | | |  |
| **Closure: (5 minutes)** | | | | | | | | |
| **Assistant to the Executive Director (**check job chart) will collect exit tickets.  **Manager of Supply Distribution** (check job chart) will distribute homework.  Students will write down their homework as the teacher explains the expectations.  Teacher will have student write on the word wall what they learned today. | | | | | | | |  |
| **Homework:** | | | | | | | | |
| **Students will complete a guided reading of Civil War events from a textbook chapter of History Alive.** | | | | | | | |  |
| **Assessment:** | | | | | | | | |
| See attached Exit Slip. | | | | | | | |  |
| **Rigor:** | | | **Engagement:** | | | | **Intervention:** | |
| Note-taking skills will be ones necessary for college. Primary sources illustrate sources at the same level of rigor as those on AP US history exam questions. | | | Students who are interpersonal learners will have the opportunity to engage in conversations around the content during guided practice. | | | | Small group work allows students the opportunity to check answers before sharing out as a group. | |
| **Notes:** |  | | | | | | | |